



Information and Tools

for RFP Package 2010 Mini

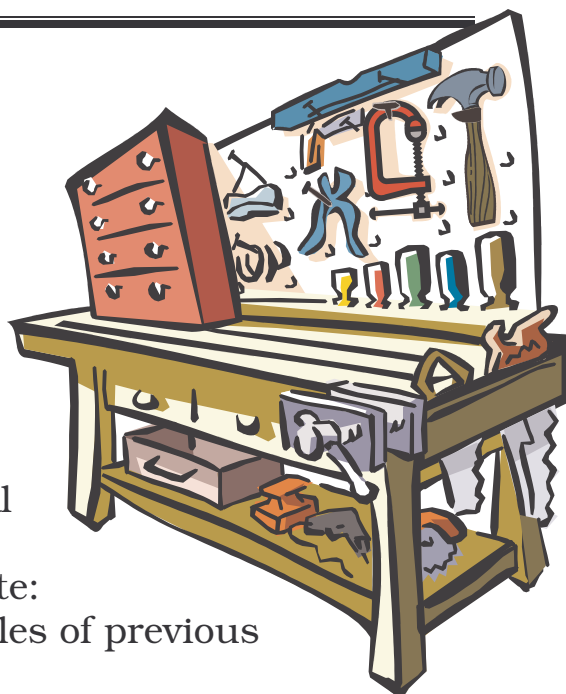
For use in developing a proposal for RICC-Endorsed Community
Mini-Grants

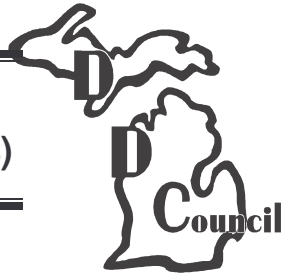
1. RICCs (Regional Interagency Coordinating Committees)	1
1.A. What Are RICCs?	3
1.B. RICC Endorsement	5
1.C. 2010 RICC List Updated: March 12, 2009	7
2. About DD Council Grants	15
3. Checklists	19
3.A. Checklist of Requirements for Mini-grants	21
3.B. Sustainability Checklist:	23
4. Vendor Registration with the State of Michigan.	27
5. Information Specific to RICC-Endorsed Community Mini-Grants	29
5.A. DD Council Areas of Emphasis	31
5.B. ADD Performance Targets	1



On the Web: This package and all other information, forms and tools needed to develop or review a proposal for a grant from the Michigan DD Council are available from our web site:

WWW.Michigan.gov.DDCouncil. Examples of previous mini-grants are also on the web site.





1. RICCs (Regional Interagency Coordinating Committees)

1.A What Are RICCs?

1.B RICC Endorsement

1.C 2010 RICC List



1.A. What Are RICCs?

RICC stands for “Regional Interagency Consumer Committee.” A RICC is a local, grassroots group of people with developmental disabilities, their friends, and family members. Membership is also extended to local advocates, community leaders and service providers. There are more than 50 RICCs statewide and the number is growing.

Historically, RICCs have had three main functions: (1) to provide a forum for addressing local issues; (2) advocating for needed changes in the community, and (3) to inform the DD Council about local conditions for people with developmental disabilities.

An Effective Means

Over the past 30 years, RICCs in Michigan have proven to be a very effective means of changing local systems and the way communities interact with people with disabilities. Many are strong centers for self-determination.

Through local programs, networking, political action and hands-on advocacy, RICCs work to see people taking control of their own lives by making their own choices.

A RICC’s activities and influence are usually concentrated in a county or multi-county region of the state. Each RICC helps people with disabilities to become leaders in advocacy in the local communities it serves.

What makes a RICC so effective at the grassroots level? RICCs partner with allies, such as centers for independent living, Arc chapters, and other resources to make changes in their community. A RICC can be its community’s most effective champion for change. A RICC can also help its members learn critical information, build confidence and develop leadership skills.

Council Funds and Supports

The Michigan Developmental Disabilities Council funds and supports RICCs. Council grants provide their operating funds. The community service specialist who supports and guides the RICC activities around the state is a member of the DD Council staff.

RICCs build community coalitions, sponsor workshops, provide training and support to rally around issues. RICCs are charged with recognizing the

diversity within each Michigan community and addressing the needs of culturally diverse people with disabilities.

Another form of RICC grant activity is the RICC-Endorsed Community Mini-Grant. This can be as much as \$12,000 and requires endorsement from the local RICC.

Areas of Emphasis

A RICC's priorities reflect the Council's. Among the areas of emphasis are transportation, education, recreation, employment, housing and health. A complete list of areas of emphasis is in Section 5 of this package.

RICCs welcome your involvement. New RICCs are forming all the time. Contact the Council office for more on these effective advocacy coalitions.

For more information, please contact the DD Council by phone – 517-334-6123, by TDD – 517-334-7354. Our address is: 1033 S. Washington Ave., Lansing, MI 48910. Our website is: www.michigan.gov/ddcouncil.

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Our Community Includes Everyone!



1.B RICC Endorsement

Proposals for RICC-endorsed mini-grants must be endorsed by the local RICC before coming to the DD Council.

The Council requires that RICC-Endorsed Mini-grant proposals endorsed by the RICC in the area where the project would operate. Contact information for RICCs is on the following pages. If you can't find the RICC for your area, call the Council office at (517) 334-6123.

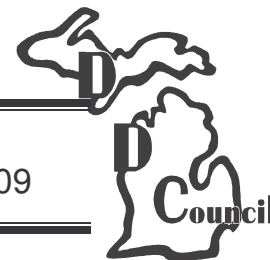
Some areas do not have RICCs. If your proposed project will not serve any area that has a RICC, the project is not eligible for funding under this RFP.

If you are interested in forming a local RICC, Call the DD Council office at (517) 334-7301.

Each RICC may select one (and ONLY one) proposal to endorse as a Mini-Grant. Get the proposal to your local RICC by **June 8, 2009**. The Council will accept only one Mini-Grant proposal per RICC, and will not accept any Mini-Grant proposal without RICC endorsement.

1. Proposals must reach the relevant RICC by **June 8, 2009**. RICCs may refuse to consider proposals that do not reach them by the deadline.
2. Each RICC may endorse one proposal for submission to the DD Council.
3. If the RICC decides to endorse a proposal, the RICC Chair or designee must sign the proposal's Cover Sheet. (Only one original signature cover sheet is required.)

The Council office will send instructions for the RICC review and endorsement directly to the RICC Chair.



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Updated: March 12, 2009

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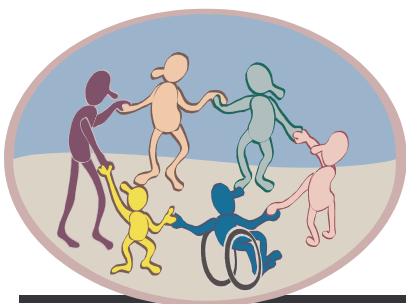
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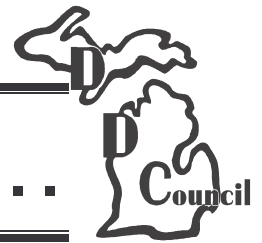
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2. About DD Council Grants ...



Understanding why the Michigan Developmental Disabilities Council (DD Council) makes grants and how it administers RFPs, can help you decide whether to respond to a DD Council RFP. It may also improve your chances of writing a winning proposal.

Plan and RFP Process: The DD Council awards grants **only** to carry out strategies in its *Five-Year Strategic Plan*. Its competitive request for proposal (RFP) process is designed to bring in the proposals and select the projects that are most likely to achieve its targeted outcomes.

The DD Council does not encourage unsolicited proposals

and cannot assure review or consideration for proposals developed outside its planning and request for proposals process.

Values: The DD Council is a systems advocate. Its grants program is one of its tools for changing the way systems support people with developmental disabilities. The Council's objectives are increased support for:

- **Self-determination** and
- **Community inclusion and participation** for people with disabilities, including those in minority and culturally distinct populations.

DD Council grants support **only** projects to make these values the reality for people with disabilities and their families. Grant projects must work in accord with these principles and may not operate in segregated “disability-only” settings.

Methods: The Council's methods stress:

- **Collaboration:** Many DD Council projects require collaboration and/or coalition. Individuals, groups or agencies working in isolation rarely accomplish systems change. Collaboration is always an asset to a grant proposal.
- **Consumer Participation:** All DD Council projects must assure participation by people with DD and their families, including those in minority and culturally distinct populations, in developing, operating and evaluating the project. Every grant proposal must describe how people with disabilities and their families participated in developing the proposal and specify their role in doing and evaluating it.

- **Outreach and cultural sensitivity.** Every grant proposal must include a plan for outreach to minority populations and plans for assuring cultural competence in doing and evaluating the project.

Outcomes and Sustainability: The Council has a small budget to influence a complex system. Proposals must show how the project would get the desired results and how improvements would be sustained beyond the grant period.

- DD Council projects must evaluate their activities and accomplishments. Proposals must show how the project would achieve the targeted outcomes, and how it would measure and document its achievements.
- Proposals must describe how capacity developed under the grant will continue and how other improvements will be sustained after the end of the grant.

Process for Reviewing Proposals and Awarding Grants: The DD Council uses a multi-level review process to select, as objectively as possible, the proposals best suited to supporting its goals. It includes:

- **(Optional) Technical assistance and review of drafts:** DD Council staff is available during regular business hours, as time allows, to answer questions, discuss concepts, and review drafts. To assure a thorough review, (with response in time for you to use it) get your draft in well ahead of the RFP deadline.

Check ALL copies of your proposal. Reviewers have difficulty understanding, or recommending, proposals with missing or out-of-order pages.

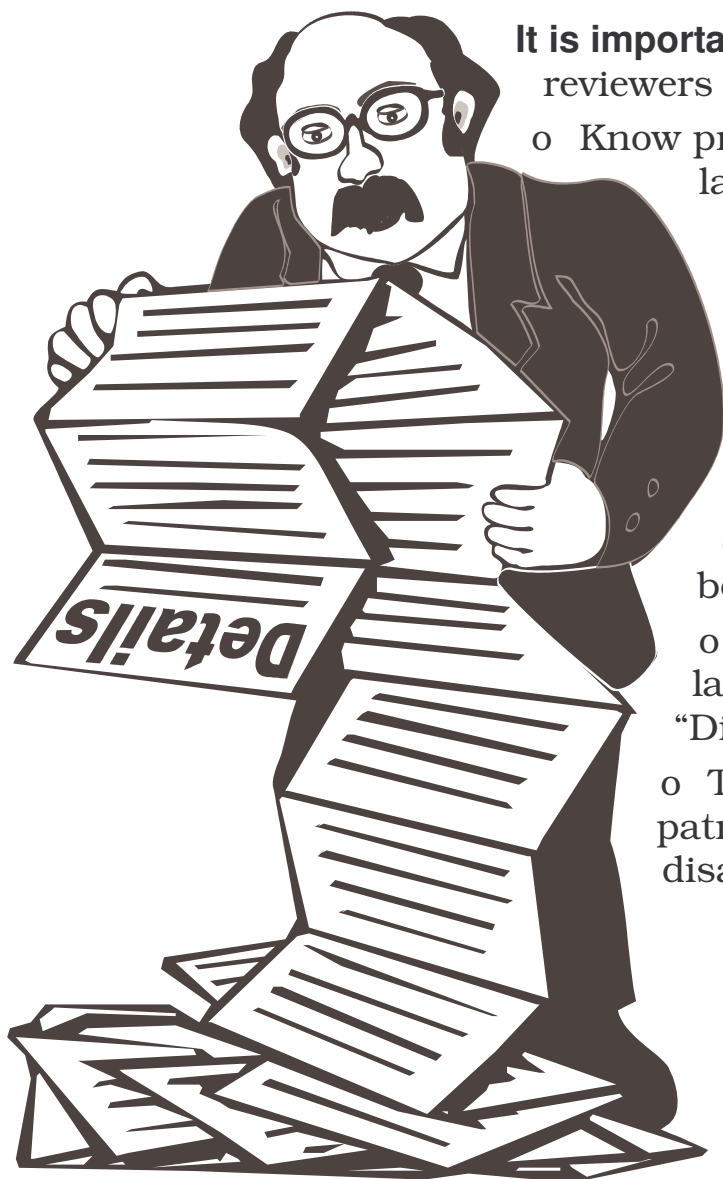
- **Pre-Review Screening.** A proposal goes to the full review process only if it arrives at the Council office **by the RFP deadline**, with:
 - o A complete original proposal, appropriately signed, and 15 complete copies, including:
 - o **All** the elements specified in the RFP and instructions, with each clearly labeled, and:
 - o In readable type and format, *without* complex bindings that can't be removed one-handed.
- **The Review Group** is made up of volunteers who have

“Grant reviewers [surveyed] believed that organizational mission, proposed consumer involvement, and proposed diversity outreach ... are all-important criteria for ... who should receive funding.”

-- Recent report from the *Evaluation of DD Council Activities*.

a deep commitment to the Council's mission and a broad range of expertise and experience. It will include:

- o At least one DD Council member and one member of the Council's Program Committee, whenever possible.
- o At least one person with a disability and a family member, especially those whose lives might be affected by the particular type of project(s).
- o Representatives of minority and culturally distinct populations.
- o Subject matter experts (e.g., experts in employment, housing, or community services, depending on the type of project), including service providers, state agency representatives and at least one person with evaluation expertise, whenever possible.
- o One or more RICC members and representatives of local service agencies for local projects.



It is important to remember that there will be reviewers who will **NOT**:

- o Know professional jargon or the technical language of your particular field;
- o Recognize acronyms, especially those for local agencies in your area;
- o Already know your organization's history and reputation.

On the other hand, there **WILL** be reviewers who:

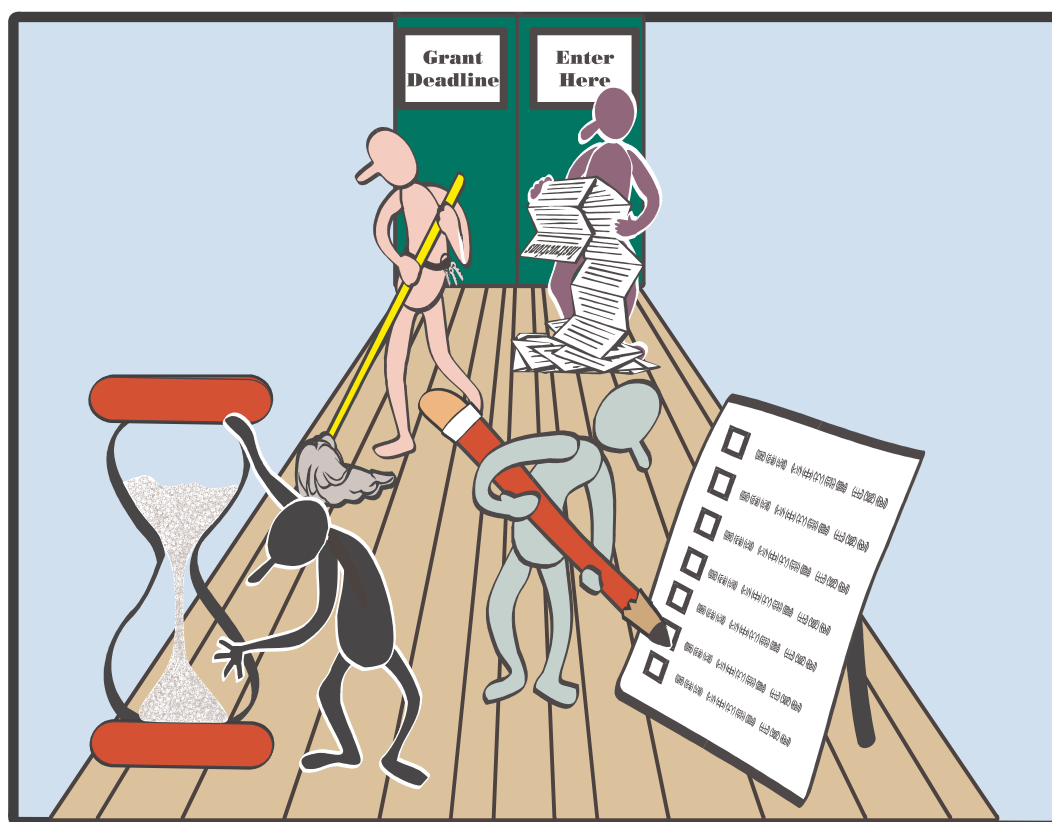
- o Are sensitive to being labeled because of their disability;
- o Prefer the use of "People First" language; ("Person with a disability," not "Disabled person.")
- o Take exception to language that patronizes or talks down to people with disabilities and their family members.

3. Checklists

For assessing proposals developed in response to a Michigan Developmental Disabilities Council Request for Proposals (RFP)

The following tools are provided for your convenience, to help you cross-check your proposal, to assure that it includes all the needed elements, and, to some extent, to help you assess the completeness of your plans for elements like outreach, cultural competence and sustainability.

- 3.A. **Checklist of Requirements for RICC Mini-Grants:** Elements needed for responses to this RFP.
- 3.B. **Sustainability Checklist:** Indicators of Readiness and Ability to Promote Sustainable Systems Change



Checklists are provided for **YOUR** convenience.
Do not include them with proposals.

3.A. Checklist of Requirements for Mini-grants

Proposal Cover Sheet is completed, including:

- ☐ Complete contact information (address, phone, fax, email);
- ☐ Authorizing signature, with the top copy in original colored (not black) ink;
- ☐ Brief summary of the project under “Project Title and Summary.”
- ☐ Budget figures at the bottom for the first year of the proposed project.

Narrative Summary, including summary information about:

- ☐ Problems to be addressed;
- ☐ Proposed Solution: What the project will do about the problem;
- ☐ Consumer participation in developing and carrying out the project
- ☐ Cultural sensitivity and outreach to assure diversity;
- ☐ Outcomes: What the results of the project will be,
- ☐ Evaluation of the project activities and outcomes,
- ☐ Sustainability: How the capacity developed under the grant will continue.
- ☐ Dissemination of information and products.
- ☐ Organizational capacity of the applicant agency and other participating organizations;

Target groups: Description and **NUMBERS** of people the project expects to serve, train, educate, influence- may include:

- ☐ Number of people with DD by the level of supports needed;
- ☐ Number of people with DD by other relevant characteristics;
- ☐ Other target groups by their role for people with DD and by the characteristics that matter in the project’s context.
- ☐ All target groups by race.

Workplan and Schedule: Description of the project’s plans to accomplish its goals, with:

- ☐ Completed forms, including one table for each quarter of the project.

Budget Forms for the project, including:

- ☐ Program Budget Summary, and
- ☐ Program Budget-Cost Detail.
- ☐ **Review Criteria:** The completed proposal has been checked against them. (Sec. II of the RFP.)

3.B. Sustainability Checklist:

Indicators of Readiness and Ability to Promote Sustainable Systems Change



Does the organization demonstrate:

1. Strong Organizational Commitment to Systems Change as indicated by:

- A. A collective desire to be a champion team. ☐
- B. A “Yes I can” attitude. ☐
- C. Strong leadership commitment to the efforts needed for the proposed project to succeed. ☐
- D. Leadership’s willingness to take risks and support innovative programming... ☐
- E. Organizational mission and focus compatible with the Council’s intended outcomes for the project. ☐

2. Consumer-Driven Focus as indicated by:

- A. Program flexibility that allows consumers’ needs and preferences to direct service provision. ☐
- B. Long-term organizational commitment to self-determination for people with disabilities. ☐
- C. Significant use of consumer input in developing plans and in operating and evaluating programs. ☐

3. Moving the Organization Towards Recognition as an Expert in Innovation by:

- A. Making positive use of factors like state funding or shifts in the job market ... ☐
- B. Building on prior relationships with other organizations to implement system change projects. ☐

4. Ability to Build on Existing Resources as indicated by:

- A. The organization and its staff have experience with innovative programming and systems change. ☐
- B. A history of making creative use of available resources in the community. ☐



Do the planned activities of the proposed project include:

1. Actively spreading the word about project successes as indicated by plans for promoting:

- A. Citizen, policymaker, and leader awareness of the project’s successes. ☐
- B. Stakeholder buy-in to systems change, service innovation and other targeted outcomes. ☐



Do the planned activities include (continued):

2. **Commitment to achieving change and success as indicated by plans for:**
 - A. Eliminating and/or circumventing barriers to the project's objectives. ☐
 - B. Evaluation that will provide ongoing information about their progress toward their goals. ☐
3. **Moving the organization towards recognition as an innovation expert by:**
 - A. Developing expertise over time via projects and activities that build on one another, promoting a growing sense of competence and recognition within the organization and in the community..... ☐
 - B. Informing decision makers and community members of the organization's efforts and successes. ☐
4. **Promoting new philosophies and practices, indicated by plans for:**
 - A. Formal and informal education campaigns to foster change in the community. ☐
 - B. Promoting change in the policies and practices of community agencies... ☐
 - C. Targeting the project to motivated consumers who *want* to pursue changes in their lives. ☐
 - D. Using a holistic approach, recognizing that the project addresses only one part of participants' lives, and integrating project efforts with other important services in the community. ☐
 - E. Establishing the project as a resource rather than as an ongoing service provider, and providing training for the community service system on how to provide the innovative services..... ☐
5. **Creative development of long-term funding by plans for:**
 - A. Identifying alternate sources of funding. ☐
 - B. Applying for foundation grants and seeking community dollars. ☐
 - C. Redirecting organizational funds for flexibility and to facilitate long-term funding. ☐
 - D. Embedding project efforts into another, already existing line-item service. ☐
 - E. Collaborating with other community organizations in long-term project funding. ☐
6. **Incorporating a strong consumer-driven effort by plans for:**
 - A. Significant consumer involvement in planning and decision-making and in project operations. ☐



Do the planned activities include (continued):

- 6. Incorporating a strong consumer-driven effort (continued):**
- B.** Mobilizing consumers at a grassroots level to direct change. ☐
 - C.** Evaluation that engages consumers in assessing the project's progress, products and achievements, and in developing ways to use evaluation information to improve the project. ☐
- 7. Creating effective collaborative relationships with key stakeholders/ agencies by:**
- A.** Creating partnerships with needed stakeholders. ☐
 - B.** Outsourcing service delivery to others who can easily integrate and sustain long-term efforts. ☐
 - C.** Sharing resources and costs of service provision with other key community agencies. ☐
 - D.** Recognizing and respecting partners' roles in the process. ☐
- 8. Making it Easy for Consumers and Staff to Promote Sustainability by plans for:**
- A.** Recognizing and respecting partners' roles in the process ☐
 - B.** Taking time to foster shifts in community attitudes through formal and informal education. ☐
 - C.** Building the necessary support network by enhancing and building upon existing resources. ☐
 - D.** Actively spreading the word about project successes. ☐



4. Vendor Registration with the State of Michigan.

You need to be registered as a vendor with the State of Michigan before you can:

- Receive payment from the State of Michigan.
- Do business with the State.

This applies to individuals, businesses, units of government, municipalities, schools, colleges and universities. Contractors and vendors can register to sell goods and services to the State.

The DD Council cannot issue a grant award to an organization unless it is registered.

Note: The registration Web site uses 128-bit encryption for your protection. The site is best viewed using **Microsoft Internet Explorer 5** or higher or **Netscape 4.78** or higher, and the browser must be set to use the U.S. (not the International) security encryption. Your browser needs to be enabled to accept session cookies, and the site recommends a Javascript capable browser with Javascript enabled.

If you can't get the Web site to work for you, use the email, telephone or fax information below to request registration forms.

The state provides several ways you can register:

- You can register on the Internet at <http://www.cpexpress.state.mi.us/>.
- Email your request to DMB-vendor@Michigan.gov, or
- Telephone to (888) 734-9749 [toll-free] or (517) 373-4111 [local in Lansing], or
- Fax to (517) 373-6458.



Registering ahead of time will speed up the grant process and reduce the delay between receiving an award letter and receiving grant funds.

5. Information Specific to RICC-Endorsed Community Mini-Grants

5.A. DD Council Areas of Emphasis

5.B. ADD Performance Targets

5.A. DD Council Areas of Emphasis

The DD Council used the areas of emphasis identified by the Administration on Developmental Disabilities (ADD). These advocacy, capacity building and systemic change activities are described in this state plan as follows:

- ED: Education activities and early intervention** - enable access to appropriate supports and modifications when needed, to maximize educational potential, to benefit from lifelong educational activities, and to be integrated and included in all facets of student life.
- CH: Child care-related activities** - result in access to, and use of, child care services, including before-school, after-school, and out-of-school services, in the community.
- HE: Health-related activities** – enable access to, and use of, coordinated health, dental, mental health, and other human and social services, including prevention activities, in the community.
- EM: Employment-related activities** - support acquiring, retaining, or advancing in paid employment, including supported employment or self-employment, in integrated settings in the community.
- HO: Housing-related activities** – result in access to and use of housing and housing supports and services in the community, including assistance related to renting, owning, or modifying an apartment or home.
- TR: Transportation-related activities** - result in access to and use of transportation.
- RE: Recreation-related activities** - enable access to and use of recreational, leisure, and social activities, in the community.
- QA: Quality assurance activities** - improve consumer- and family-centered quality assurance and develop systems of quality assurance and consumer protection that include:
 - (A) monitoring of services, supports, and assistance;
 - (B) training in leadership, self-advocacy, and self-determination, and;
 - (C) activities related to interagency coordination and systems integration that result in improved and enhanced services, supports, and other assistance.
- CS: Community support activities** - produce formal and informal supports across a wide spectrum of local and personal choices, including integration, accommodations and accessibility to promote community living.

5.B. ADD Performance Targets

... For use as outcomes in project workplans.

EM: Employment

EM01: Number of adults who have jobs of their choice through project efforts.

EM02: Number of dollars leveraged for employment.

EM03: Number of employers that provided vocational supports to students on the job.

EM04: Number of businesses and employers that employed adults with disabilities.

EM05: Number of employment programs or policies created or improved.

EM06: Number of people who facilitated employment.

EM07: Number of people trained in employment.

EM08: Number of people active in systems advocacy about employment.

Break out of the number.

EM08A: Number of self-advocates active in systems advocacy about employment.

EM08B: Number of family members active in systems advocacy about employment.

EM08C: Number of others active in systems advocacy about employment.

EM09: Number of self-advocates, family members and others trained in systems advocacy about employment.

Break out of the number:

EM09A: Number of self-advocates trained in systems advocacy about employment.

EM09B: Number of family members trained in systems advocacy about employment.

EM09C: Number of others trained in systems advocacy about employment.

ED: Education

- ED01: Number of students who have the education and support they need to reach their educational goals through project efforts.
- ED02: Number of infants and young children who have the services and supports needed to reach developmental goals through project efforts.
- ED03: Number of students transitioned from school to community and jobs.
- ED04: Number of children transitioned from early intervention and pre-school to inclusive classrooms or schools.
- ED05: Number of dollars leveraged for education.
- ED06: Number of education programs and policies created or improved.
- ED07: Number of post-secondary institutions that improved inclusive education.
- ED08: Number of schools that improved their IEP process.
- ED09: Number of people who facilitated inclusive education.
- ED10: Number of people trained in inclusive education.
- ED11: Number of people active in systems advocacy about inclusive education.
- ED12: Number of parents and guardians trained regarding their child's educational rights.

HO: Housing

- HO01: Number of individuals who have home of their choice through project efforts.
- HO02: Number of people moved from congregate settings to homes in the community.
- HO03: Number of dollars leveraged for housing.
- HO04: Number of banks that made mortgage funds available to enable people to own homes.
- HO05: Number of housing programs and policies created or improved.
- HO06: Number of units of affordable, accessible housing made available.
- HO07: Number of people who facilitated home ownership or rental.
- HO08: Number of people trained in housing.

HO: Housing, continued

HO09: Number of people active in systems advocacy about housing.

Breakout of the number:

EM009A: Number of self-advocates active in systems advocacy about housing.

HO09B: Number of family members active in systems advocacy about housing.

HO09C: Number of others active in systems advocacy about housing.

HO10: Number of people trained in systems advocacy about housing.

Breakout of the number:

HO10A: Number of self-advocates trained in systems advocacy about housing.

HO10B: Number of family members trained in systems advocacy about housing.

HO10C: Number of others trained in systems advocacy about housing.

HE: Health

HE01: Number of people who get needed health services through project efforts.

HE02: Number of dollars leveraged for health services.

HE03: Number of health care programs and policies created or improved.

HE04: Number of people who improved health services.

HE05: Number of people trained in health services.

HE06: Number of people involved in systems advocacy about health.

Break out of the number:

HE06A: Number of self-advocates active in systems advocacy about health.

HE06B: Number of family members active in systems advocacy about health.

HE06C: Number of others active in systems advocacy about health.

HE: Health, continued

HE07: Number of people trained in systems advocacy about health.

Break out of the number:

HE07A: Number of self-advocates trained in systems advocacy about health.

HE07B: Number of family members trained in systems advocacy about health.

HE07C: Number of others trained in systems advocacy about health.

CH: Child Care

CH01: Number of children in inclusive child care settings through project efforts.

CH02: Number of dollars leveraged for child care programs.

CH03: Number of child care programs and policies created or improved.

CH04: Number of people who facilitated inclusive child care.

CH05: Number of people trained in child care.

CH06: Number of people active in systems advocacy about child care.

Break out of the number:

CH06A: Number of self-advocates active in systems advocacy about child care.

CH06B: Number of family members active in systems advocacy about child care.

CH06C: Number of others active in systems advocacy about child care.

CH07: Number of people trained in systems advocacy about child care.

Break out of the number:

CH07A: Number of self-advocates trained in systems advocacy about child care.

CH07B: Number of family members trained in systems advocacy about child care.

CH07C: Number of others trained in systems advocacy about child care.

RE: Recreation

RE01: Number of people active in recreational activities through project efforts.

RE02: Number of dollars leveraged for recreation programs.

RE03: Number of recreation programs and policies created or improved.

RE04: Number of people who facilitated recreation.

RE05: Number of people trained in recreation.

RE06: Number of people active in systems advocacy about recreation.

Break out of the number:

RE06A: Number of self-advocates active in systems advocacy about recreation.

RE06B: Number of family members active in systems advocacy about recreation.

RE06C: Number of others active in systems advocacy about recreation.

RE07: Number of people trained in systems advocacy about recreation.

Break out of the number:

RE07A: Number of self-advocates trained in systems advocacy about recreation.

RE07B: Number of family members trained in systems advocacy about recreation.

RE07C: Number of others trained in systems advocacy about recreation.

TR: Transportation

TR01: Number of people who have transportation services for work, school, medical, and personal needs.

TR02: Number of dollars leveraged for transportation programs.

TR03: Number of transportation programs and policies created or improved.

TR04: Number of people who facilitated transportation.

TR05: Number of people trained in transportation.

TR: Transportation, continued

TR06: Number of people active in systems advocacy about transportation.

Break out of the number:

TR06A: Number of self-advocates active in systems advocacy about transportation.

TR06B: Number of family members active in systems advocacy about transportation.

TR06C: Number of others active in systems advocacy about transportation.

TR07: Number of people trained in systems advocacy about transportation.

Break out of the number:

R07A: Number of self-advocates trained in systems advocacy about transportation.

R07B: Number of family members trained in systems advocacy about transportation.

R07C: Number of others trained in systems advocacy about transportation.

QA: Quality Assurance

QA01: Number of people benefiting from quality assurance efforts of the project.

QA02: Number of dollars leveraged for quality assurance programs.

QA03: Number of quality assurance programs and policies created or improved.

QA04: Number of people who facilitated quality assurance.

QA05: Number of people trained in quality assurance.

QA06: Number of people active in systems advocacy about quality assurance.

Break out of the number:

QA06A: Number of self-advocates active in systems advocacy on quality assurance.

QA06B: Number of family members active in systems advocacy on quality assurance.

QA06C: Number of others active in systems advocacy on quality assurance.

QA: Quality Assurance, continued

QA07: Number of people trained in systems advocacy on quality assurance.

Break out of the number:

QA07A: Number of self-advocates trained in systems advocacy on quality assurance.

QA07B: Number of family members trained in systems advocacy on quality assurance.

QA07C: Number of others trained in systems advocacy about quality assurance.

QA08: Number of people trained in leadership, self-advocacy, and self determination.

QA09: Number of people who got membership on public and private bodies and other leadership coalitions.

QA10: Number of entities participating in partnership or coalition created or sustained as result of project efforts.

CS: Community Support

CS01: Number of individuals who receive formal or informal community supports.

CS02: Number of dollars leveraged for formal or informal community supports.

CS03: Number of programs and policies for formal or informal community supports created or improved.

CS04: Number of community supports people who facilitated formal or informal community supports.

CS05: Number of people trained in formal or informal community supports.

CS06: Number of people active in systems advocacy about formal or informal community supports.

Break out of the number:

CS06A: Number of self-advocates active in systems advocacy about formal and informal community supports.

CS06B: Number of family members active in systems advocacy about formal and informal community supports.

CS06C: Number of others active in systems advocacy about formal and informal community supports.

QA: Quality Assurance, continued

CS07: Number of people trained in systems advocacy about formal and informal community supports.

Break out of the number:

CS07A: Number of self-advocates trained in systems advocacy about formal and informal community supports.

CS07B: Number of family members trained in systems advocacy about formal and informal community supports.

CS07C: Number of others trained in systems advocacy about formal and informal community supports.

CS08: Number of buildings and public accommodations that became accessible.

CR: Cross Cutting

CR01: Number of public policymakers educated by the project about issues related to project initiatives.

CR02: Number of copies of products distributed to policymakers about issues related to project initiatives.

CR03: Number of members of the general public estimated to have been reached by project public education and awareness efforts.